DOCUMENT RESUME

ED 298 519 CS 211 486

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TITLE Listening Skills: Report 3. Assessing Student Progress on the Common Curriculum Goals. English Language Arts.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE Sep 88
NOTE 54p.; For other student progress assessment reports, see CS 211 484-490.
AVAILABLE FROM Documents Clerk, Oregon Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310-0290 (single copies free, additional copies $3.50 each).
PUB TYPE Tests/Evaluation Instruments (160) -- Reports - Evaluative/Feasibility (142) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Educational Assessment; Educational Objectives; Elementary Secondary Education; Holistic Evaluation; *Listening Comprehension Tests; *Listening Skills; State Standards; *Student Evaluation

ABSTRACT

This report provides suggestions on how a language arts listening skills assessment program could be structured to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. This report includes: (1) a list of common curriculum goals that relate to listening; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal assessment practices at the classroom and district levels; (4) a bibliography of listening assessment sources; and (5) sample listening assessment tools and procedures. (RS)

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ED298519

English Language Arts

Assessing Student Progress on the Common Curriculum Goals

Report 3: Listening Skills

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CS211486

Division of Curriculum and School Improvement
Oregon Department of Education

September 1988

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The review of research and initial draft of this paper were done by Vicki Spandel, Independent Consultant, Portland, Oregon. The paper was revised to reflect comments from Oregon educators and published by the Department of Education.

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Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310-0290

September 1988

Verne A. Duncan
State Superintendent
of Public Instruction

326291988700

ASSESSMENT OF THE ENGLISH LANGUAGE ARTS COMMON CURRICULUM GOALS

Report 1: Listening Skills

School districts in Oregon are required in Standards for Public Elementary and Secondary Schools 581-22-602 and -606 to use student assessment information on the Common Curriculum Goals to assist in making decisions about instruction of individual students and effectiveness of instructional programs. The standards suggest that a broad range of information is required to profile student and program progress and needs. There is also the assumption that instructional programs in schools have a clear alignment among the goals for instruction, the activities in the classroom, and the assessment of students' knowledge and skill.

This report provides suggestions on how a language arts listening assessment program might be structured to ensure that districts carry out the intent of the state Standards.

The suggestions offered within this report are based on what current research indicates works best in measuring listening. Clearly, there may be differences in listening assessment district to district, and even classroom to classroom within the same building. To the extent that classroom or program assessment approaches differ from what is suggested here, those differences should nevertheless reflect a sound research base.

The report includes:

1. A list of the Common Curriculum Goals that relate to listening (keyed to Essential Learning Skills, as appropriate).
2. General implications for assessment.
3. Criteria for differentiating among insufficient, acceptable and ideal assessment practices at the classroom and district levels.
4. Bibliography of listening assessment sources.
5. Sample listening assessment tools and procedures.

COMMON CURRICULUM GOALS RELATED TO LISTENING

The following Common Curriculum Goals, which relate directly to listening skills, may be assessed through procedures suggested later in this report. Other Common Curriculum Goals may also be assessed through listening (note particularly CCG 1.3, 1.5, 1.8, 1.9, 1.11, 1.12, 2.2, 2.3, 2.9, 2.13, 2.14, 2.19). However, in order to avoid repetition in these reports, each Common Curriculum Goal appears only once in the area where it is most frequently and easily assessed. Where appropriate, the goals are keyed to relevant Essential Learning Skills, which cut across curriculum areas.

Some procedures and resources are included later in this report which may be helpful in assessing listening skills. It is NOT necessary that these Common Curriculum Goals be

individually assessed, nor assessed separately within different content areas. For example, a well-structured direct assessment of listening skills might well meet the assessment requirements for all the Common Curriculum Goals listed here.

Further, districts that are focusing on the Essential Learning Skills may find creative ways to structure assessments which measure skills in more than one curriculum area: listening and music, for example, or listening and media. This integrative approach is encouraged to the extent that districts find it a natural and logical outgrowth of their preferred assessment procedures; however, it is also perfectly acceptable for districts to assess different curriculum areas separately.

Common Curriculum Goals (Relevant to Listening)

Students will:

1.6 Distinguish and interpret sounds of nature, language, music and environment (ELS 4.3).

1.7 Use a variety of listening skills.

1.11 and 2.19 Generate and test interpretations, explanations, and hypotheses in written and oral communication. (ELS 6.1)

2.18 Recognize the beauty and rhythm of language.

IMPLICATIONS FOR ASSESSMENT

Listening skills create some unique problems in the area of assessment because, in order to determine whether a student has listened effectively, he/she must respond--using another overt language skill—in order for the observer to make a judgment. Student skills must also be assessed in a variety of contexts—listening to a live presentation, a group discussion, a media presentation—and at different levels--critical, empathetic, appreciative—as well as comprehensive.

For live or taped presentations students may respond to objective test items to demonstrate comprehension of main ideas, details, and inferences. Some sample tests are provided in the appendices. More elaborate oral or written responses will be needed, however, to assess critical and evaluative listening skills. Verbal and non-verbal responses to a story, poem, video presentation or classmate can be used to assess appreciative and empathetic listening, although not all students will respond in the same way to a given situation (CCG 1.7). Several sample teacher checklists are provided in the appendices that can be used to record student verbal and non-verbal behavior when in a listening situation. There is also a sample self-evaluation form that students might use to make themselves aware of listening habits.

Common Curriculum Goal 1.6 focuses on appropriate responses to sounds with messages. Informal observations of students in the classroom and around the school can identify appropriate responses to signals such as bells, sirens, whistles, teacher signals, etc. Records may take the form of noting students who DO NOT respond appropriately. Often at the primary grades a formal lesson or assessment may be used to teach sounds with messages (see Appendix E).

As students listen to informative or persuasive presentations, they should engage in predicting, interpreting, analyzing and hypothesizing (CCG 1.11, 2.19). However, to assess students' ability in these areas they must respond orally or in writing. They may also apply these skills by responding to reading materials, literature selections and mass media.

Student ability to listen to language rhythms may be assessed through strategies such as clapping or tapping to accents and rhymes, generating lists of rhyming words and creating poetic forms which follow a particular rhyme or rhythm pattern. Other sound–language devices such as alliteration, onomatopoeia, repetition, etc. can be assessed through oral and written responses and objective tests. Some examples of language the student considers beautiful or rhythmic may be shared in a serendipitous manner, as part of a "show and tell" time, study of language changes such as slang expressions, or a spontaneous reaction to something which stimulates that child's listening enjoyment (CCG 2.18).

CLASSROOM LEVEL LISTENING ASSESSMENT

Guidelines for Insufficient/Acceptable/Ideal Assessment Practices

The following examples are intended to be illustrative of the procedures and practices teachers might follow in assessing students' listening skills to help make instructional decisions. Note that at the first (INSUFFICIENT) level, the practices followed, while not necessarily inherently wrong, are insufficient to ensure compliance with Standard 602. At the second (ACCEPTABLE) level, the practices extend beyond what is described as INSUFFICIENT, and—though not ideal—are likely to ensure minimal compliance with Standard 602. At the third (IDEAL) level, the practices described are likely to exceed the minimal requirements for compliance, but still be within reach of districts that want the most effective and thorough possible assessment of their students' listening skills. It is hoped that this IDEAL level will serve as a goal for which most districts will aim in practice.

INSUFFICIENT — Oral activities are not structured in a manner that allows students time or opportunity to build strong listening skills. Opportunities for students to demonstrate listening skills or to engage in listening exercises are haphazard. Teachers do not regularly record students' performance, nor do they have any means of tracking students' progress in acquiring listening skills. Feedback is irregular and arbitrary; some students receive little or no feedback related to listening performance.

* * * * * * * * * * *

ACCEPTABLE — Students have multiple opportunities to demonstrate and build listening skills in a variety of contexts for a variety of purposes (e.g., listening for pleasure, listening to determine the speaker's intent). Teachers regularly (2–3 times per semester) provide oral and written feedback on students' listening performance. In addition, teachers keep records reflecting students' performance and, using checklists or other means, track students' progress in acquiring listening skills related to the Common Curriculum Goals.

* * * * * * * * * * *

IDEAL

Assessment of students' listening performance is based on explicit, written criteria that are tied directly to the Common Curriculum Goals and to the purpose for listening (e.g., listening for pleasure, listening for comprehension, critical listening). Assessment includes a self-evaluation checklist that helps students develop awareness of how they are applying listening skills. Listening assessment is integrated with the assessment of speaking, reading and writing skills.

STUDENT ASSESSMENT FOR PROGRAM EVALUATION

Guidelines for Insufficient/Acceptable/Ideal Assessment Practices

When evaluating a program, one of the sources of information is student achievement data. In addition, the program philosophy, goals, materials and other characteristics should be reviewed and evaluated. The student achievement data will help to identify where strengths and weaknesses might exist in the current program. The following examples are intended to be illustrative of the procedures and practices districts might follow in assessing student achievement for program evaluation. At the first (INSUFFICIENT) level, the practices followed, while not necessarily inherently wrong, are insufficient to meet the Standards. At the second (ACCEPTABLE) level, the practices would ensure at least minimal compliance with the Standards. The third level (IDEAL) exceeds minimum compliance but should still be in reach of districts.

INSUFFICIENT

There is no formal assessment of listening skills beyond what occurs in the classroom.

* * * * * * * * * * *

ACCEPTABLE

The district assessment is based on a standardized or locally developed test that may focus mainly on comprehension, though some tests may go so far as to involve critical listening. Test items are correlated to the Common Curriculum Goals. At lower grade levels, the assessment includes evaluation of responses to sounds that carry messages.

* * * * * * * * * * *

IDEAL

The assessment is based on a standardized or locally-developed test that spans a range of important listening subskills, including comprehension and critical listening. Test items are correlated to the Common Curriculum Goals. A self-evaluation checklist encourages students to identify the purpose for listening in various contexts. In support of this self-evaluation component, the assessment covers different modes of listening (e.g., listening for pleasure, critical listening, listening for comprehension).

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APPENDIX A

LISTENING ASSESSMENT RESOURCES

LISTENING ASSESSMENT RESOURCES

The following organizations have conducted listening assessments or have materials related to listening assessment and can provide telephone consultations and limited written material.

Salem-Keizer School District
Charleen Hurst (399-3031)

Valley Education Consortium
Glen Fielding (838-1220 x 391)

INDEPENDENT CONSULTANTS

Judy Arter
Northwest Regional Educational Laboratory Test Center
101 SW Main, Suite 500
Portland, OR 97208
275-9562

The Test Center can provide bibliographies and sample instruments for checkout and review.

Rick Stiggins
Northwest Regional Educational Laboratory
101 SE Main, Suite 500
Portland, OR 97208
275-9500

Rick can provide training on applying performance assessment techniques to assessing listening skills in the classroom.

OTHER MATERIALS AVAILABLE FROM OREGON DEPARTMENT OF EDUCATION

The following materials may be checked out from the Information Resource Center (378-8471) at the Oregon Department of Education:

Valley Education Consortium. Procedures for Assessing Listening Skills, 1984.

A guide for assessing grades K-8 listening skills (auditory discrimination, auditory memory, oral comprehension, analysis and synthesis of oral material, and non-verbal communication).

New Hampshire Department of Education. Listening Skills Assessment: Manual and Script, 1981.

Sample test given to grades 5–12 assessing simple recall, recognizing and following spoken directions, recognizing a speaker's purpose and plan, critical listening, and higher-level listening skills.

Alberta Education. Language Arts Product Evaluation: Listening Tests and Teacher's Manuals, 1986.

Listening tests and teachers' manual for grades 1–4. The tests assess components of literal and inferential/critical listening comprehension. The materials are also available from:

ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandria, Virginia 22304-5110

Document Title:
Language Arts Product Evaluation
Listening Tests and Teachers' Manuals
Grand Prairie School District No. 2357
Alberta Education 1986
Hard copy: $10.80
Microfiche: $ .75

Ragozzino, Ed. The Test of Implied Meanings.

A forty-item test used with secondary students to determine if they can distinguish the intended meaning of a message from the intonation of the speaker.

A kit containing an audio cassette, an information sheet to the tester, a reproducible answer sheet and key may be purchased for $25.00 from:

Ragozzino Productions
671 Startouch
Eugene, OR 97405
687-2937

Listening and Speaking in the English Language Arts Curriculum K–12: A Manual for Teachers. New York State Department of Education, 1988 (Draft).

Provides a variety of activities at all grade levels including several self-evaluation forms and teacher checklists. Available for check-out and review from the Department of Education, Information Resource Center, 378-8471.

APPENDIX B

LISTENING ASSESSMENT PROCEDURES
MASSACHUSETTS DEPARTMENT OF EDUCATION

THE LISTENING ASSESSMENT

Objectives and Assessment Design

The listening assessment was designed to measure the 11 listening objectives identified by the Massachusetts Basic Skills Improvement Policy (see Exhibit 1). Some of the objectives deal with general listening skills that apply to all listening situations, for example, Objective A–1, Recognize Words and Phrases. Other objectives deal with specific listening situations, for example, Objective C–1, Understand and Respond to Survival Words Used in Emergency Situations.

To assess the listening objectives, a test was developed that includes a variety of listening passages and asks a variety of listening questions. The passages reflect the objectives that deal with specific listening situations. The questions reflect the objectives that deal with general listening skills. The test measures the objectives globally; it does not measure each individual objective. Thus, the instrument is a general descriptive test of basic listening skills, not a diagnostic test.

The Listening Test

In the first stage of instrument development, four general categories of listening situations were identified. These are derived from the common listening situations specified in Objectives B–4, C–1, C–3 and C–4. The situations are:

- Descriptions of events and experiences
- Emergency messages
- Persuasive messages
- Sequences of directions

Stimulus materials were obtained from radio and TV stations or developed by the contractor to reflect the specific situations. Over 70 listening passages were reviewed by the review committees. Six passages were selected for the final version of the listening test used for the statewide assessment and six passages for each of the alternate forms of the test. These passages were selected so that each test was as similar in content and length. Each test included:

- A news story
- A public service announcement
- A conversation that takes place during an emergency
- A commercial
- A telephone conversation
- A teacher's announcement

All of the listening passages represent natural spoken language and reflect listening experiences that are common to all students. They also span a variety of in–school and out–of–school listening situations, some of which are formal, list the news story, and some of which are informal, like the conversation. The listening stimuli are relatively short, ranging from 30 seconds to 1 3/4 minutes. The vocabulary and grammar in the

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passages are relatively simple. These characteristics reflect the basic skills orientation of the assessment and help reduce the influence of memory and motivation on performance.

Multiple-choice questions were then written for the passages. The questions reflect the general listening skills identified in Objectives A-1, A-2, B-1, B-3, B-5 and C-2. The skills are:

- Recognize words and phrases
- Identify problems
- Understand words and ideas
- Identify main ideas
- Associate details
- Understand purpose
- Draw conclusions

Twenty-two questions (three to four per passage) were selected for the final version of the listening test used for the statewide assessment and for each of the alternate forms of the test. The questions were selected so that each test was as similar as possible in content.

All passages and questions were field tested prior to final selection and were judged by the review committees to be culturally fair and balanced with respect to sex, racial/ethnic, geographic and socioeconomic representation. The data from the statewide assessment was used to construct alternate forms of the test which were equivalent in difficulty. The text of the state listening test may be found in Appendix A.

The listening test was designed to be virtually self-contained on a cassette tape. Students were provided with booklets that included instructions and the multiple-choice questions and also with separate answer sheets. Students heard the instructions, then a passage and then questions about the passage. Questions and response options were read aloud to students to minimize the effect of a respondent's reading ability on his or her listening performance. After each item was read, there was a pause; this allowed students plenty of time to answer the question. They did so by marking their responses on an answer sheet.

Results of the Listening Assessment

Students' performance on the listening test was very high, which is to be expected in a basic skills test. On the average, students correctly answered 88 percent of the items which is equivalent to about 19 out of 22 items.

Students' performance was high for all seven skills areas. Questions related to two skills, Recognize Words and Phrases and Understand Words and Ideas, appeared to be relatively harder for students than other questions. The average percentage correct for these two areas was 84 percent. Questions related to three skills, Identify Problems, Identify Main Ideas and Understand Purpose, appeared to be very easy for students, with average percentages correct above 90 percent in all three areas. Students' performance on questions related to the remaining two skills, Associate Details and Draw Conclusions, fell in between the two extremes. The average percentage correct for these two areas was 88 percent. It should be noted, however, that there were very few items for each listening skill. In two cases there was only one item for a skill. This makes it inappropriate to place much emphasis on the relative difficulty of the different listening skills.

Performance was high for all listening situations except for Persuasive Messages, which was much lower. The average percentages correct for Descriptions, Emergency Messages, and Sequences were 88 percent or higher. The average percentage correct for Persuasive Messages was 73 percent, a dramatic difference. In a previous Massachusetts Basic Skills Assessment of reading, similar results were obtained. Students' performance was noticeably lower on questions about persuasive reading passages than on questions about other types of reading material. This result suggests that persuasive situations are particularly difficult for students. However, it should be noted that this situation was only represented by one passage and three questions. Also, one of the questions (question 7) was unusually difficult and required students to draw a very high-level inference about the material. Thus, the results are suggestive of a problem area but are not definitive.

Reliability and Validity of the Listening Test

In addition to the analysis of student performance, several steps were implemented prior to and during the assessment to test the reliability and validity of the listening test.

The reliability of the listening test was determined by examining the internal consistency of the items. The Hoyt estimate of reliability yielded a correlation coefficient of .76 for the items used in the statewide assessment.

Prior to the statewide assessment, the content validity of the listening test was determined by expert judgment. A panel of communication experts independently examined the listening passages and items and in a blind review matched them to the listening objectives. In general, the panel agreed almost unanimously with respect to the categorization of passages and agreed most of the time with respect to the categorization of items. Based on the reviewers' comments, adjustments were made in the test so that it better reflected the objectives.

The State Board of Education has approved the listening test for use by Massachusetts school districts in implementing the Massachusetts Basic Skills Improvement Policy.

MASSACHUSETTS DEPARTMENT OF EDUCATION ASSESSMENT OF BASIC SKILLS

LISTENING TEST

NEWS STORY

You are about to hear a recording of a news story. After the story you will be asked several questions about what you heard.

Do not take notes while your are listening to the recording.

Do not turn the page until told to do so. Now listen carefully.

The artistic process is a complex one--take song writing for example. You picture the songwriter, sitting along at the piano, composing some melodic work of art. But a Philadelphia firm has come up with a way of making that songwriter's job somewhat easier. Charles Trois of Tenel Industries has devised a computer system which he claims can help a songwriter pick a hit melody. To compute a song's hit potential, the melody is led into the computer and within ten minutes the song is rated on a scale of one to ten. Trois explains his rating system as such: A song with a score of one to three will be a flop; a four means it's a possible hit; songs rated five and six could make the charts and a seven might make the top ten. Melodies carrying ratings of eight and nine will be number one hits while a ten should become a classic. Trois claims that his computer has an 82 percent success rate in picking hits. However, there is only one problem with the machine, it can only handle pop and soft rock songs. Hard rock just will not compute....

1. What is the main idea of this story?

   A. Some songs are very hard to write.

   *B. Computers are now being used to pick hit songs.

   C. Computers can be programmed to write music.

   D. Most songs written will not be classics.

2. What can Trois' machine handle?

   *A. Pop and soft rock

   B. Hard rock

   C. Classical music

   D. All time favorites

3. This story says that "a Philadelphia firm has come up with a way of making the songwriter's job somewhat easier." What does firm mean in the story?

   A. Computer

   B. Inventor

   C. Lawyer

   *D. Company

4. How is a song rated?

   A. By asking well known songwriters.

   B. By singing the song for an audience.

   C. By making the computer play the song.

   *D. By feeding the melody into the computer.

*Asterisks are used to indicate correct response.

COMMERCIAL

You are about to hear a recording of a commercial. After the commercial you will be asked several questions about what you heard.

Now listen carefully.

Enjoy delicious fried chicken right at home this weekend...and save money... with a fresh whole fryer from Food King. Roast a whole fryer on the barbecue...split a fryer and broil the halves...cut up a fryer for fried chicken. Save on USDA Grade "A" whole fresh fryers, 10¢ off our regular low price per pound.

5. What is the main purpose of this announcement?

   A. To convince people that Food King sells only top quality chicken.

   B. To give people information about food prices.

   C. To tell people how they can cook chicken.

   *D. To persuade people to buy chicken at Food King.

6. What did the announcement say about the price of chicken at Food King?

   *A. Chicken is 10¢ off per pound.

   B. Chicken is 10 percent off.

   C. Chicken is 20¢ off per pound.

   D. Chicken is at its every day low price.

7. Why should people buy chicken now at Food King?

   A. Because chicken is delicious when fried.

   B. Because Food King has fresh fryers.

   *C. Because chicken is on sale.

   D. Because Food King fryers are cut up.

TELEPHONE CONVERSATION

You are about to hear a recording of a telephone conversation. After the conversation you will be asked several questions about what you heard.

Now listen carefully.

Child: Hello?

Adult: Hello. I'd like to speak to Mrs. Kaplan.

Child: She's not here.

Adult: Oh, (pause) do you expect her back soon?

Child: No, she's out of town. She'll be back on Friday.

Adult: Ok, would you give her a message?

Child: Yeah, wait a minute. I've got to get something to write with. (Pause) Ok.

Adult: This is Mrs. Benton. I'm calling to remind your mother of the Neighborhood Action Group meeting this Saturday night. Tell her we'll need the box of pencils because we'll be voting. Also, she promised to give me a ride so I'll be expecting her to pick me up. Oh, yes, one more thing, we've got to be at the meeting at least 10 minutes early. Did you get all of that?

Child: Yeah, I got it. Do you want Mom to call you?

Adult: Yeah, I think that would be a good idea. I might think of something else before then. (This last sentence is spoken softly and mumbled.)

Child: What?

Adult: I said I might think of something else before then.

Child: Oh, ok.

Adult: Thanks so much.

Child: Ok, bye.

Adult: Goodbye.

8. Why did Mrs. Benton have to repeat part of her message?

   A. Because there was a loud noise in the background.

   B. Because she started to cough.

   *C. Because she spoke too softly and mumbled.

   D. Because she talked too fast.

9. What will Mrs. Kaplan probably do as soon as she returns home?

   A. Go to the meeting.

   B. Go to her office for messages.

   C. Type up the ballot for voting.

   *D. Call Mrs. Benton.

10. Why should Mrs. Kaplan bring pencils to the meeting?

   A. To get addresses of new people.

   B. To have for taking attendance.

   C. To write down the message.

   *D. To have for voting.

11. Why did Mrs. Benton call Mrs. Kaplan?

   *A. To remind Mrs. Kaplan of the Neighborhood Action Group meeting.

   B. To find out about Mrs. Kaplan's trip.

   C. To give Mrs. Kaplan directions to her house.

   D. To encourage Mrs. Kaplan to vote at the Neighborhood Action Group election.

TEACHER'S ANNOUNCEMENT

You are about to hear a recording of a teacher's announcement. After the announcement you will be asked several questions about what you heard.

Now listen carefully.

Now, if I can have your attention for a few minutes, I'd like to explain a new assignment. Please settle down so everyone can hear.

After we finish our current unit, we will have one free class period before break. What I'd like to do with this time is to have a party, but this won't be an ordinary party. It will be a special party because we're going to invite people from the past. And each one of you will be one of those historical people. During the party, you'll be asked many questions about your life and what you did that was important, so this will require a little bit of preparation. Tomorrow we'll spend some time in class drawing up a list of names of famous, historical people. This way we'll get a lot of different ideas. Next, we'll put all of the names in a box and each draw one name. Then, before the party, you'll have to learn about the person whose name you drew. (Pause) So, if there are no questions, I'll go on with today's topic.

12. What is the main purpose of the teachers' announcement?

    A. To encourage student to read magazines and newspapers.

    *B. To explain a new assignment to the class.

    C. To remind students about school break.

    D. To urge students to always come to class well prepared.

13. What will the class study before break?

    *A. People from the past.

    B. Political parties.

    C. Social customs.

    D. Current events.

14. What are the students supposed to do?

    *A. Find out about a famous person.

    B. Go to a costume party.

    C. Write about a famous person.

    D. Collect pictures of famous people.

15. When will the students draw up a list of names?

    A. Before the end of the day.

    *B. Tomorrow.

    C. Next week.

    D. Before break.

PUBLIC SERVICE ANNOUNCEMENT

You are about to hear a recording of a Public Service Announcement. After the announcement you will be asked several questions about what you heard.

Now listen carefully.

Your City Parks and Recreation Department has something for you every season. Register now for the final fall session of Outdoor Nature Programs. A variety of wildlife, ecology and conservation classes and activities are offered through November for the whole family. Young Explorers meet in the morning or after school and teens may become wildlife volunteers. Nature hikes and cross country ski trips are available for all ages and ability levels. For more information, call us at 472-4523.

16. What is the main purpose of this announcement?

A. To urge people to donate money to the Outdoor Nature Program.

B. To inform people about current problems of ecology.

C. To persuade people to protect birds and other wildlife.

*D. To give people information about nature classes.

17. Who are the classes for?

A. Residents only.

B. Club members.

C. Young Explorers only.

*D. The whole family.

18. Who is sponsoring the nature programs?

A. The Young Explorers.

B. A local conservation group.

C. Wildlife volunteers.

*D. The Parks and Recreation Department.

CONVERSATION

You are about to hear a recording of a conversation. After the conversation you will be asked several questions about what you heard.

Now listen carefully.

Janice: I always enjoy this bus ride up to Vermont. It's so good to be away from the city.

Man on Bus: Yes, every thing seems so much cleaner out here. I don't know, though, sometimes these buses make me feel a little queasy, all the shaking back and forth. They are always so stuffy. I am beginning to feel a little dizzy right now. I think...(pause).

Janice: Hey, hey! Are you all right? Somebody, help me! He's passed out. Stop the bus!

Passenger: What's going on? What's the matter with him?

Janice: I think he's fainted. He said something about feeling dizzy. Could you help me? What should we do?

Passenger: Sure. Let's lower his head between his knees. Get his hand out the way. Yeah, that looks good. He'll be all right in a minute.

Janice: Good, 'cause I don't know if I can hold him like this for long. When he said he felt dizzy, he really meant it!

Passenger: Yeah, he looks really pale. I think we'll be getting off the freeway at the next exit. Do you think you can hold him by yourself for a minute while I go ask the driver?

Janice: You, I can hold him a little bit, but don't take too long.

Passenger: Ok, I'll be right back. (Pause)

Man on Bus: Hmm...Hmmm...What happened?

Janice: Don't try to sit up yet. Keep your head down. Are you feeling better?

Man: Yeah, but I feel a little shaky. I guess I passed out.

Janice: Yeah, you did, but don't try to talk. Just be quiet, 'til you feel better.

Passenger: Oh, I see he's coming around. Good. The driver says we'll be stopping in a minute. He'll feel better then.

19. What happened to the man on the bus?

A. He stood up and bumped his head.

B. He stopped breathing.

C. He had a mild heart attack.

*D. He fainted.

20. Why did the man on the bus feel queasy?

A. Because the air was polluted.

B. Because he hadn't eaten all day.

C. Because he was taking medication.

*D. Because the bus was shaking back and forth.

21. What was the first thing the girl and the woman did to help the man?

A. They opened the window on the bus.

*B. They lowered the man's head between his knees.

C. They shook the man by his shoulders.

D. They asked the man if he wanted a drink of water.

22. What probably happened after the woman talked to the driver?

A. The bus slowed down until the man felt better.

B. The man passed out again.

C. The woman called the police.

*D. The bus driver stopped as soon as possible.

EXHIBIT 1. Listening Objectives
Massachusetts State Department of Education

A. BASIC LISTENING SKILLS

1. Recognize words and phrases used by the speaker. (1.6)*
2. Indicate why the speaker can or cannot be understood. (1.7)

B. UNDERSTANDING WHAT YOU HEAR

1. Understand spoken words and ideas. (1.7)
2. Identify and understand main ideas. (1.3)
3. Associate important details with main ideas. (1.3, 1.5)
4. Understand descriptions of events and experiences. (1.7)
5. Understand speaker's purpose.

C. USING WHAT YOU HEAR

1. Understand and respond to survival words used in emergency situations. (1.6)
2. Summarize information and draw conclusions. (1.5)
3. Recognize when words and phrases are used to convince or persuade. (1.8, 1.9)
4. Follow straightforward directions. (1.3)

*Numbers in parentheses indicate English Language Arts Common Curriculum Goals for Oregon which are related to the Massachusetts objectives.

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APPENDIX C

LISTENING SELF-EVALUATION CHECKLIST

Checklist of Listening Roadblocks

Hearing

		Check here
1.	I often have trouble hearing what people say.	( )
2.	The speaker talked too softly.	( )
3.	The speaker talked loudly enough, but not clearly.	( )
4.	The room was too noisy:	
	The noise came from (a) people around me	( )
	(b) outside the building	( )
	(c) the hall	( )
	(d) other sources (explain)	( )

Listening

1.	I didn't pay attention because I wasn't interested.	( )
2.	I didn't pay attention because I was thinking about what I was going to say.	( )
3.	The speaker or sounds began before I got settled.	( )
4.	I was thinking about other things (explain).	( )
5.	I missed some and could not figure out what was going on.	( )
6.	I got wrapped up like a cocoon in my own argument and planning.	( )
7.	I couldn't understand, so I quit listening.	
	a. I couldn't find anything I already knew about to match up with what was said.	( )
8.	It was hard to keep up because I couldn't figure out what might come next.	( )
9.	I listened like a sponge. I got so concerned with details I could not tell the main part from what was just supporting.	( )

Vocabulary

1. These words or sounds were new to me: (1)_____
   (2)_____ (3)_____
   (4)_____ (5)_____
2. I thought the word _____ meant _____.

Skills or things I think I do well in when I'm listening or am showing improvement in are:

Reprinted from Listening: Its Impact at All Levels on Reading and the Other Language Arts. ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1979.

APPENDIX D

SPEECH COMMUNICATION ASSOCIATION REFERENCES

CRITERIA FOR EVALUATING INSTRUMENTS AND PROCEDURES

FOR ASSESSING SPEAKING AND LISTENING*

The following criteria may be applied to published and unpublished instruments and procedures for assessing speaking and listening skills of children and adults. The criteria are organized around (a) content considerations, which deal primarily with the substance of speaking and listening instruments and procedures, and (b) technical considerations, which deal with such matters as reliability, validity and information on administration.

1. Stimulus materials should require the individual being tested to demonstrate skill as a speaker or listener.

2. Assessment instruments and procedures should clearly distinguish speaking and listening performance from reading and writing ability; i.e., inferences of speaking and listening competence should not be made from tests of reading and writing, and directions and responses for speaking and/or listening tests should not be mediated through reading and writing modes.

3. Assessment instruments and procedures should be free of sexual, cultural, racial, and ethnic content and/or stereotyping.

4. Assessment should confirm the presence or absence of skills, not diagnose reasons why individuals demonstrate or fail to demonstrate those skills.

5. Assessment should emphasize the application of speaking and listening skills that relate to familiar situations; i.e., stimulus materials should refer to situations recognizable to the individual being tested and should facilitate demonstration of skills rather than demonstration of content mastery.

6. Assessment should test skills that are important for various communication settings (e.g., interpersonal small group, public, and mass communication settings) rather than be limited to one setting.

7. Assessment should permit a range of acceptable responses, where such a range is appropriate.

8. Assessment should demonstrate that outcomes are more than just chance evidence; i.e., assessment should be reliable.

9. Assessment should provide results that are consistent with other evidence that might be available.

10. Assessment should have content validity.

11. Assessment procedures should be standardized and detailed enough so that individual responses will not be affected by the administrator's skills in administering the procedures.

12. Assessment procedures should approximate the recognized stress level of oral communication; they should not increase or eliminate it.

13. Assessment procedures should be practical in terms of cost and time.

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14. Assessment should involve simple equipment.

15. Assessment should be suitable for the developmental level of the individual being tested.

*Developed by Philip M. Backlund, Kenneth L. Brown, Joanne Gurry, and Fred E. Jandt acting as a subgroup of the Speech Communication Association's Educational Policies Board Task Force on Assessment and Testing. Approved and endorsed by the Educational Policies Board and the Administrative Committee of the Speech Communication Association.

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SPEECH COMMUNICATION ASSOCIATION

COMMITTEE ON ASSESSMENT AND TESTING

SUBCOMMITTEE PUBLICATIONS AND PAPERS

1979 – 1984

Backlund, P. (1981). A National Survey of State Practices in Speaking and Listening Assessment. In R. Stiggins (Ed.), Perspectives on the Assessment of Speaking and Listening Skills for the 1980s. Portland, OR: Northwest Regional Educational Laboratory.

Backlund, P.M., Brown, K.L., Gurry, J., & Jandt, F. (1979). Criteria for Evaluating Instruments and Procedures for Assessing Speaking and Listening. SPECTRA. 15, 5. Also published in the 1982 Resources for Assessment in Communication. Annandale, VA: Speech Communication Association.

Backlund, P.M., Brown, K.L., Gurry, J., & Jandt, F. (1980). Evaluating Speaking and Listening Skill Assessment Instruments: Which one is Best for You? Language Arts, 57, 621–627.

Backlund, P.M., Brown, K.L., Gurry, J., & Jandt, F. (1982). Recommendations for Assessing Speaking and Listening Skills. Communication Education, 31, 9–18.

Backlund, P., Booth, J., Moore, M., Parks, A. M., & Van Rheenen, D. (1982). A National Survey of State Practices in Speaking and Listening Skill Assessment. Communication Education, 31, 125–130.

Brown, K. L. (1979, October). Assessment of basic oral communication skills: A selected annotated bibliography. Annandale, VA: ERIC and Speech Communication Association.

Brown, K. L., Backlund, P., Gurry, J., & Jandt, F. (1979). Assessment of Basic Speaking and Listening Skills: State of the Art and Recommendations for Instrument Development: Vols. 1 and 2. Boston: Bureau of Research and Assessment, Massachusetts Department of Education.

Gray, P. A. (1984). Assessment of basic oral communication skills: A selected, annotated bibliography. Annandale, VA: ERIC and Speech Communication Association.

McCaleb, J. (1983, February). An analysis of measures of teachers' oral communications. Paper presented at the meeting of the American Association of Colleges for Teacher Education, Detroit.

McCaleb, J. (1983). The assessment of oral communications of teachers. Teacher Talk, 2, 5–6.

Moore, M. (1984, July). State and higher education efforts in listening assessment: A status report. Paper presented at the lst annual summer conference of the International Listening Association, St. Paul, MN.

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Moore, M. (1984). Current state department listening efforts. In C. Coakley (Ed.), Listening: Competencies, curriculum and assessment challenges confronting state departments of education (Proceedings of the lst Annual Summer Conference of the International Listening Association). St. Paul: International Listening Association.

Rubin, D. L. (1981). Using performance rating scales in large scale assessment of speech proficiency. In R. Stiggins (Ed.), Perspectives on Oral Communication Assessment for the 1980's. Portland, OR: Northwest Regional Educational Laboratory Center for Applied Performance Testing.

Rubin, D. L. (1981, April). Uses of Performance Rating Scales in Large Scale Assessment of Oral Communication Proficiency. Paper presented at the meeting of the American Educational Research Association, Los Angeles.

Rubin, D. L. (1981, November). Review of Speaking and Listening Tests, Prek – 12. Paper presented at the meeting of the Speech Communication Association, Anaheim, CA.

Rubin, D. L. (1981, November). Evaluating Communication Attitudes. Paper presented at the meeting of the National Council of Teachers of English, Boston.

Rubin, D. L. (1982). Review of Brendon J. Carroll, Testing Communicative Performance: An Interim Study. English Education, 14, 99–101.

Rubin, D. L. (1983). Testimony submitted to the National Commission on Excellence in Education, United States Department of Education, submitted by the Speech Communication Association Committee on Assessment and Testing. Communication Education, 32 439–441.

Rubin, D. L. (1983, November). Developments in teaching, assessing and disseminating oral communication, K–College. Paper presented at the meeting of the Speech Communication Association, Washington, DC.

Rubin, D. L., Daly, J. A., McCroskey, J.C., & Mead, N. A. (1982). A review and critique of procedures for assessing speaking and listening skills among Kindergarten through grade 12 students. Communication Education, 31, 285–303

Rubin, D. L., Mead, N. A. (1984). Large-scale assessment of oral communication skills: kindergarten through grade 12. Annandale, VA: ERIC/RCS and the Speech Communication Association.

Rubin, R. B. (1982, October). Assessing college communication competencies. Paper presented at the meeting of the Speech Communication Association of Ohio, Columbus, OH.

Rubin, R. B. (1982, November). Oral communication assessment procedures and instrument development in higher education. Paper presented at the meeting of the Speech Communication Association, Louisville, KY.

Rubin, R. B. (1984). Communication assessment instruments and procedures in higher education, Communication Education, 33, 178–180.

Rubin, R. B. Moore, M. R., Sisco, J. I. & Quianthy, R. (1983). Oral communication assessment procedures and instrument development in higher education. Annandale, VA: Speech Communication Association.

ASSESSMENT OF BASIC ORAL COMMUNICATION SKILLS

A Selected, Annotated Bibliography

Prepared by

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May 1984

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This bibliography includes materials for educators who are concerned with assessment of basic speaking and listening skills, especially in the context of minimal competency testing and basic skills improvement programs. The bibliography is divided into two sections. The first includes materials that address broad assessment issues, review a variety of test instruments, and report assessment practices throughout the states. The second contains sources that focus specifically on the assessment of speaking, listening, and functional communication skills.

GENERAL SOURCES ON ASSESSMENT ISSUES AND INSTRUMENTS

Achievement Testing and Basic Skills. Proceedings of the national conference on achievement testing and basic skills. Washington, D.C.: U.S. Department of Health, Education and Welfare and National Institute of education, 1979. This report covers various basic skills issues — use of test results, implications of tests for poor and minority children, cultural considerations, and the Federal role in testing.

Bloom, B.S.; Hastings, J.T.; and Maddaus, G.F. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Co., 1971. Distinguishes between formative and summative evaluation with chapters on evaluating language development in preschool education and elementary school language arts. Each chapter presents objectives, illustrates testing procedures, and discusses commercial tests.

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Bostrom, R., (ed.) Competence In Communication, An Interdisciplinary Perspective. Beverly Hills, CA: Sage Publications, 1984. Book examines crosscultural, interpersonal, organizational, developmental, and mass communication perspectives on competence in communication.

Buros Institute of Mental Measurements, James V. Mitchell, Jr., (Ed.). Tests In Print III. Lincoln, Nebraska: University of Nebraska Press, 1983. A standard reference for information on published tests. Lists an index to tests, test reviews, and literature on specific tests.

Clark, J.P., and Thomson, S.D. Competency Tests and Graduation Requirements. Reston, VA: National Association of Secondary School Principals, 1976. (ERIC ED 126 160; available in microfiche from EDRS.). Provides a background to the competency testing movement and reports on nationwide initiatives in the use of applied performance tests. Reviews a variety of competency tests that measure skills achievement. The revised edition by James W. Keefe and Nancy De Leonibus is available in microfiche from EDRS (ERIC ED 194 573); paper copy can be purchased from NASSP, 1904 Association Dr., Reston, VA 22091.

Dickson, W.P., (Ed.) Children's Oral Communication Skills. New York, Academic Press, 1981. Chapters on a process-structuralist view of communication competency, cognitive and comprehension monitoring, skill acquisition, etc.

Fagan, W.; Cooper, C.; and Jensen, J. Measures for Research and Evaluation In the English Language Arts. Urbana, Il: National Council of Teachers of English, 1975. (ERIC ED 099 835). Reviews over 100 unpublished instruments for assessing language development, listening, and standard English as a second language, as well as literature, reading, teacher competency, and miscellaneous language skills.

Fisher, B.A., (Ed.). Western Journal of Speech Communication. Western Speech Communication Association (Lynn Wells, Executive Secretary, Saddleback Community College). (Vol. 48, No. 2, Spring 1984). A special issue on children's communicative development including conversational competency, acquiring sociolinguistic knowledge, differences between comprehension and production of language, impact of TV advertising, role-taking, and development from birth. (Indexed in ERIC CIJE).

Haney, W. Standards for Tests and Test Use. Staff Circular No. 3. Cambridge, MA: Huron Institute, 1978. Reviews six sets of standards concerning standardized tests (including those of APA and AERA) and discusses the impact of these standards on testing practices.

Haney, W. Testing the Tests. Staff Circular No. 1. Cambridge, MA: Huron Institute, 1978. Reviews past efforts to rate the quality of standardized tests. Discusses implications as well as problems in assessment of test quality.

Johnson, O.G. Tests and Measurement In Child Development: Handbook II. (Vols 1 and 2). San Francisco: Jossey-Bass Publishers, 1976. Describes 900 unpublished tests and measures of child development (birth through age 18). The measures are classified in 18 major categories.

Perspectives on communication competency. Three articles offering differing perspectives on competency. See James C. McCroskey, "Communication competence and performance: a research and pedagogical perspective," Communication Education, (Vol. 31, No. 1, Jan. 1982, pp 1–7). McCroskey argues the need to separate concepts of communication competency and communication performance. (ERIC ED 203 401). Gerald M. Phillips, "A competent view of 'competence'." Communication Education, (Vol. 33, No. 1, Jan 1984, pp 25–36). Phillips addresses the preoccupation with definitions and measurement of competence. He suggests that the locus of interest should be shifted to techniques for training performance improvement. And, Brian H. Spitzberg, "Communication competence as knowledge, skill, and impression," Communication Education, (Vol. 32, No. 3, July 1983, pp 323–329). This essay proposes that competence be viewed as a function of knowledge, skill, and motivation. Compares this perspective with McCroskey's. (Last two articles indexed in ERIC CIJE.).

Perspectives on the Assessment of Speaking and Listening Skills for the 1980's. AERA Symposium. Published by Northwest Regional Educational Laboratory, 1981. (ERIC ED 210 748; also available from SCA).

Petty, W.T. and Fielding, L. Developing Children's Language. Boston: Allyn and Bacon, 1980. Defines language and language arts, surveys language learning, and describes the development of language instruction. Several chapters on listening and oral language and expression.

Rubin, R.B., "Communication assessment instruments and procedures in higher education," Communication Education, (Vol. 33, No.2, April 1984, pp 178–180). A summary report by the SCA Committee on Assessment and Testing describing the range and degree of assessment occurring in colleges and universities. (Indexed in ERIC CIJE).

Scott, L. (Ed.). Summary of the Fall 1978 Conference of the National Consortium on Testing. Cambridge, MA: Huron Institute, 1978. Describes current state of criterion-referenced testing, alternative approaches to assessment and reviews of major standardized test series.

Simon, A., and Boyer, E.G. Mirrors for Behavior III: An Anthology of Observation Instruments. Wyncote, PA: Communication Materials Center, 1974. A review of observation systems that measure various dimensions of the communication process in the classroom.

State Practices in Speaking and Listening Assessment. Speech Communication Association (No. 423). Article and backup information on state positions for K–12 programs in speech.

Wiemann, J.M., and Backlund, P.M., "Current theory and research in communicative competence," Review of Educational Research, (Vol. XV, Spring 1980, pp 185–199). Includes a review of relevant research. (Also see ERIC ED 155 763.).

SOURCES ON ASSESSMENT OF SPEAKING, LISTENING, AND FUNCTIONAL COMMUNICATION SKILLS

Allen, R.R., and Brown, K.L. (Eds.). Developing Communication Competence in Children. Skokie, IL: National Textbook Co., 1976. (May be purchased from SCA). Literature review, behavioral study of children's communication competencies, and an assessment of teachers' attitudes regarding goals of speech communication instruction. Also contains a framework and objectives for functional communication instruction.

Allen, R.R., and Wood, B.S., "Beyond reading and writing in communication competence," Communication Education, (Vol. 27, Nov. 1978, pp 286–292). Argues for developing competencies in an array of communication situations involving speaking and listening as well as reading and writing. Five functions of communication are offered as the communication focus of a language arts program. (ERIC EJ 201 016).

Backlund, P.; Gurry, J.; Brown, K.; and Jandt, F., "Evaluating speaking and listening skills assessment instruments: Which one is best for you?" Language Arts, (Vol. 57, No. 6, Sept. 1980, pp 621–627). Focuses on need for assessment of skills that accounts for differences between those unique to oral language and those unique to written language. (ERIC EJ 233 979).

Backlund, P.; Gurry, J.; Brown, K.; and Jandt, F., "Recommendations for assessing speaking and listening skills," Communication Education, (Vol. 31, No. 1, Jan. 1982, pp 9–18). Authors continue to clarify and develop criteria introduced in the 1980 article. (ERIC EJ 257 625).

Bassett, R.E.; Whittington, N.; and Staton-Spicer, A., "The basics in speaking and listening for high school graduates: What should be assessed?" Communication Education, (Vol. 27, Nov. 1978, pp 293–303). Recommends twenty speaking and listening competencies for high school graduates. Illustrates how each competency can be applied in occupational, citizenship, and maintenance situations. (ERIC EJ 201 017).

Faires, C.L., "The development of listening tests," (ERIC ED 220 528). Paper presented at the annual meeting of the Mid-South Education Research Association, Nov. 1980. Critical of most test instruments for poor construction, sample size, reporting of test item analysis data, and lack of replication.

Illinois State Board of Education, Assessing Oral Communication Skills, Springfield, IL: ISBE, (free from ISBE, 100 North First Street, Springfield, Il, 62777). Booklet suggesting classroom observation techniques for assessing oral communication skills. Uses a checklist approach

Larson, C.E., "Problems in assessing functional communication," Communication Education, (Vol. 27, Nov 1978, pp 304–309). Emphasizes that problems in assessing functional communication have their origin in conceptual ambiguity. Contrasts communicative competence with functional effectiveness and proposes the latter as a more appropriate construct for older children and adults. (ERIC EJ 201 018).

Larson, C.; Backlund, P; Redmond, M.; and Barbour, A. Assessing Functional Communication. Falls Church, VA; Speech Ceditnication Association, 1978. (ERIC ED 153 275; also available from SCA). Part I identifies and describes conceptual and methodological issues involved in evaluating the major components of interpersonal interaction related to functional communication. Part II contains brief reviews of 90 instruments designed to generate information on some aspect of functional communication.

Lederman, L.C., and Ruben, B.D., "Systematic assessment of communication games and simulations: an applied framework," Communication Education, (Vol. 33, No. 2, April 1984, pp 152-159). Establishes a framework for the assessment of communication games and simulations. Specifies criteria and provides a model for the selection/design, use, and assessment of activities. (Also indexed in ERIC CIJE).

Lundsteen, S.W. Listening: Its Impact At All Levels On Reading And The Other Language Arts. (Rev. ed.). Urbana, Il: National Council of Teachers of English, 1979. (ERIC ED 169 537). A review of research in listening including definitions and evaluation methods. Presents a listening taxonomy and describes commercial, unpublished, and teacher-designed assessment instruments and procedures.

Monge, P.R.; Bachman, S.G.; Dillard, J.P.; and Eisenberg, E.M., "Communicator competence in the workplace: Model testing and scale development," Communication Yearbook 5. (M. Burgoon, ed.) New Brunswick, NJ: Transaction Books, 1981, pp 505-527. Assessing competencies on the job.

Rubin, D.; Daly, J.; McCroskey, J.; and Mead, N., "A review and critique of procedures for assessing speaking and listening skills among preschool through grade twelve students," Communication Education. (Vol. 31, No. 4, Oct. 1982, pp 285-304). Review and critique of 45 available listening and speaking assessment instruments. Recommendations for further research and development. (ERIC EJ 269 962).

Rubin, R., "Assessing speaking and listening competence at the college level: the communication competency assessment instrument," Communication Education. (Vol. 31, No. 1, Jan. 1982, pp 19-32). Report on the CCAI, a test of basic communication skills for college students. (ERIC EJ 257 626).

Rubin, R.B. Communication Competency Assessment Instrument, 3/4" video stimulus tape (No. 901, $85), testing manual (No. 902, $15), 50 rating sheets (No. 903, $9.50). Also available as a starter package for $198 (1 tape, 3 manuals, 10 pkgs. rating sheets) (No. 900) from SCA. A college level assessment instrument designed to measure 19 speaking and listening competencies.

Rubin, R.B.; Moore, M.R.; Sisco, J.; and Quianthy, R. Oral Communication Assessment Procedures and Instrument Development in Higher Education (No. 426) (ERIC ED 236 721; also available from the Speech Communication Association.) Report by the SCA Subcommittee for Oral Communication Assessment in Higher Education.

SCA Guidelines for Competencies in Speaking and Listening for High School Graduates. Brochure available from the Speech Communication Association. Single copy free with self-addressed stamped envelope. (No. 414).

Stohl, C., "Developing a communicative competence scale," Communication Yearbook 7. (Robert N. Bostrom, ed.) Beverly Hills: Sage Publications, 1983, pp 685–716. Study defines communicative competence (focusing on 3–5 year old children), briefly reviews methods of assessment, and provides a report of the empirical investigation.

Trank, D.M., and Steele, J.M., "Measurable effects of a communication skills course: an initial study," Communication Education. (Vol. 32, No. 2, April 1983, pp 227–236). Study examined the amount of growth in both writing and peaking competence over a semester of instruction. Utilized the speech and writing portions of ACT's College Outcome Measures Project. (ERIC EJ 277 822).

Wood, B.S. (Ed.). Development of Functional Communication Competencies: Pre-K – Grade 6. and Development of Functional Communication Competencies: Grades 7–12. Falls Church, VA: Speech Communication Association, 1977. (ERIC ED 137 858 and 859; also available from SCA.). The first describes the child as a competent communicator and discusses techniques that encourage functional communication competence. The second booklet focuses upon the adolescent and teenager.

Work, W., "ERIC report: testing – who's being tested, by whom, by what means, for what, and how well?" Communication Education. (Vol. 216, 1977, pp 338–344). Provides a sample of ERIC documents representative of those in the system focusing on the evaluation of communication instruction programs. (ERIC EJ 173 268).

ED numbers refer to education documents in Resources in Education (RIE), the ERIC monthly abstract journal. Unless otherwise indicated, documents are available on microfiche in libraries housing ERIC collections, or they can be purchased in microfiche or reproduced paper copy from ERIC Document Reproduction Service (EDRS), Box 190, Arlington, VA 22210. For prices check latest issue of RIE or write to the Speech Communication Module for an EDRS order blank/price form. Several of the ERIC sources can be obtained in published paper book directly from the Speech Communication Association (SCA), 5150 Backlick Road, Suite E, Annandale, VA 22003.

EJ numbers are education journal articles indexed in Current Index to Journals in Education (CIJE), the ERIC monthly index. Reprints from these articles are available from University Microfilms International. Current issues of Communication Education can also be purchased from the Speech Communication Association; back issues from the Johnson Co., 355 Chestnut St., Norwood, NJ 07468.

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APPENDIX E

SOUNDS AROUND US TEST

A Sample Instructional Tape:
Sounds around Us

Objective. Given a common sound from the everyday environment, the child should be able to recognize it, identify the object from which it came, and indicate the answer on the worksheet provided (see Figure 19).

Introduction. "Today, we are going to see how well you listen. You will hear sounds that are all around you every day. Your job will be to see if you recognize these sounds."

Practice item. "For practice, let's do the first sound together. Look closely at your worksheet. Look at each picture. Here is sound number one. Are you able to find the picture of the object that makes this sound? When you have found the right picture, write the number "one" in the little box next to the object that makes this sound. Let's check to see if you are on the right track. Did you write number one in the box next to the picture on the *bell*? It is the last picture in row one. If you did, you are correct."

Body of the tape. "Now let's do the rest of the sounds. We will check our work when we have heard *all* of the sounds."

2. whistle
3. news on the radio
4. door opening and closing
5. alarm clock ticking; ringing
6. water dripping from faucet
7. hammering
8. typing
9. telephone dial tone
10. phonograph music
11. keys jingling
12. pencil being sharpened
13. stapler going through sheet of paper
14. clapping
15. phone ringing
16. sawing

Check your work (immediate reinforcement). "Let's see how well you listened. Put your pencil down and take a crayon to check your work. Write a *C* next to the correct answer and an *X* if your answer is incorrect."

Sound No. 1 was a _____. Write a *C* if you were right, an *X* if you were not.
Sound No. 2 was a _____. Write a *C* if you were right, an *X* if you were not.

Departure directions. "Before you take off your headset, please check to see if you wrote your name on your paper. Next, put your crayon back in the crayon can. Now, I want you to think of ***two*** things that you can do when you return to your desk. Remember, it should be something quiet so you won't disturb the other boys and girls while they are working. As you leave the listening center, you may place your worksheet in the folder that says 'Completed Work.' Shhhhh! Now very quietly take off your headsets, lay them on the table where you are sitting and tiptoe very quietly back to your desk. Over and out."

Reprinted from Listening: Its Impact at All Levels on Reading and the Other Language Arts. ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, 1979.

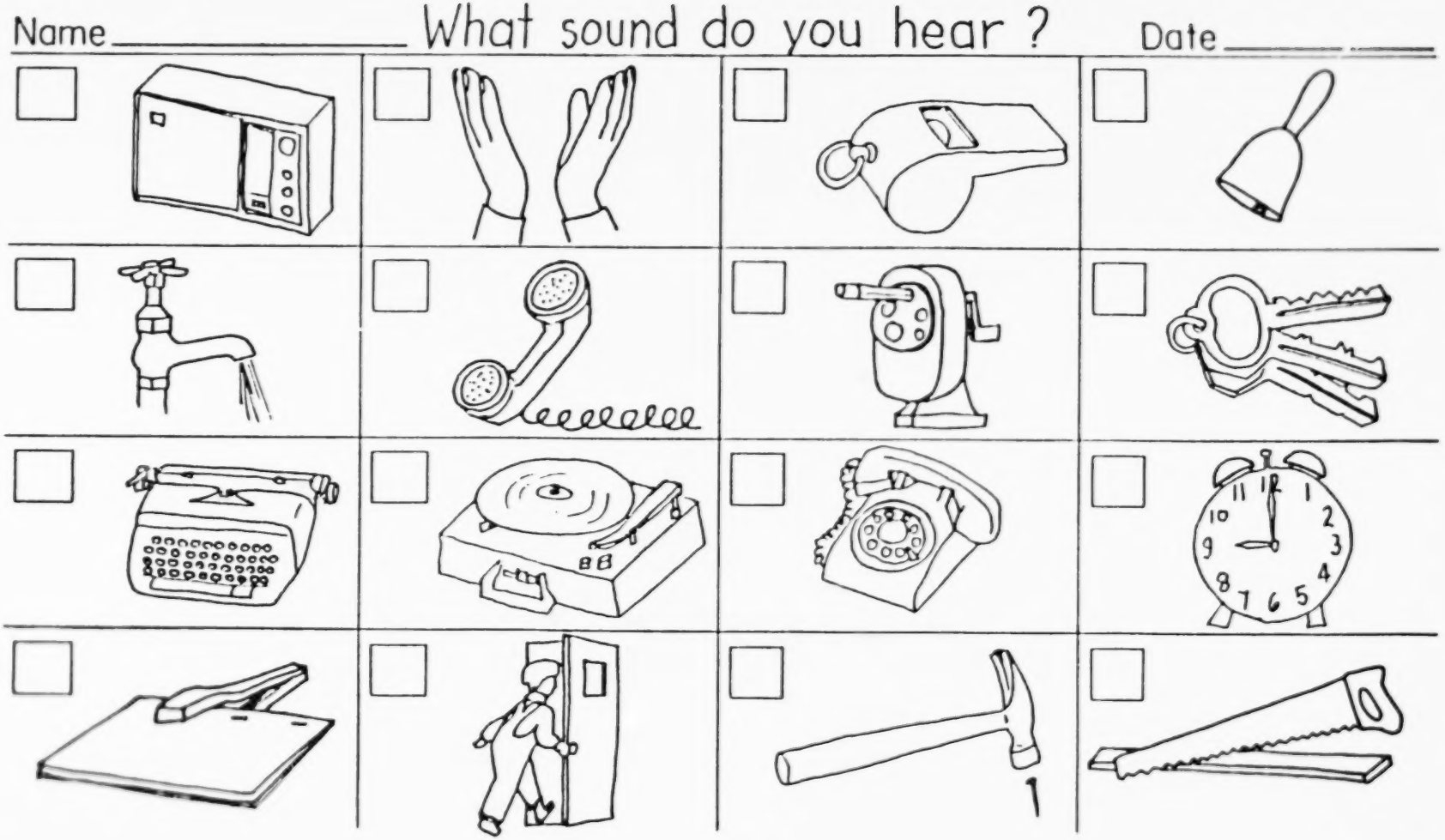

Fig. 19. A student worksheet for use with the Sounds around Us lesson.

Reprinted from Listening: Its Impact at All Levels on Reading and the Other Language Arts. ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, 1979.

APPENDIX F

LISTENING ASSESSMENT CHECKLISTS

Critical Listening Chart

Name of student conducting analysis:

Nature of spoken presentation:

Where heard:

Name of speaker:

Speaker's expressed purpose:

Speaker's possible hidden purpose:

Qualifications of speaker:

Examples of emotive language:

Evidence of bias:

Propaganda devices used:

1.

2.

3.

Examples of facts and opinions given in talk

Facts:

Opinions:

Noteworthy features of presentation:

Opinion of student conducting analysis:

In what ways was the talk effective? ineffective? Why?

Figure 10. Critical listening chart.

Reprinted from publication, Listening Skills Schoolwide: Activities and Programs. ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1982.

The All-purpose Listening Study Guide

Use this guide as you listen to spoken presentations in class. When you have become familiar with it, you may wish to create your own personal listening study guide.

1. What is the general subject of this talk?

2. What is the specific occasion? (Give name of class, speaker's name, and date.)

3. What is the chief point or main message? (This may be answered *after* the talk is over.)

4. What organizational plan does the speaker follow? (Is it enumeration? comparison and contrast? cause and effect? generalization plus examples? a time or sequence pattern? Is it a mixture of patterns? Which are used?)

5. What transitional expressions does the speaker use?

6. Does the speaker digress from the main point?

7. In what ways do you differ with the speaker?

8. What interested you the most? the least?

9. What is your personal reaction to the main point of the talk?

10. Write the speaker's main point in no more than three sentences.

Figure 8. All-purpose listening study guide.

Reprinted from publication, Listening Skills Schoolwide: Activities and Programs. ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1982.

Teacher-Made Listening Tests

Much more valuable for classroom teachers are instruments made by teachers for their own students.

1. Informal Appraisals. These are simple checklists that teachers keep for every student. One teacher duplicates these ten questions so that she has a page for each student in her notebook. She schedules an informal appraisal every two weeks, notes her answers to the questions, and dates each entry. A sample appraisal sheet appears in Figure 1.

Figure 1

Name of Student _____

Listening Behaviors and Habits	Dates Observed							
1. Does he/she get ready to listen?								
2. Does he/she keep attentive during oral presentation?								
3. Is less attention paid to fellow students than teacher?								
4. Does he/she look at speaker?								
5. Does his/her behavior show interest?								
6. Does he/she take notes?								
7. Do his/her class comments indicate a grasp of talk?								
8. Is he/she polite when the teacher talks?								
9. Is he/she polite when other students talk?								
10. Does he/she ask questions?								

Reprinted from Listening Skills Schoolwide: Activities and Programs. ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1982.

Such a device, this teacher says, serves as a reminder that she must be conscious of listening. It also reminds students that in her class, listening is considered important.

A more specific instrument measures skills that a teacher has tried to develop. The teacher lists exact behaviors from the lesson plan or curriculum guide, duplicates them so that there is a copy for each student, and periodically checks for student mastery. A sample checklist measuring specific listening skills appears in Figure 2.

Figure 2

Name of Student _____

Observable Behaviors	Date Noted							
1. Is able to follow directions in a game such as Simon Says								
2. Is able to follow specific directions on a guide (such as, "Put an X on the second line from the top; draw a circle around the third letter of your last name.")								
3. Is able to draw a map by following spoken directions								
4. Is able to fold a piece of paper as instructed								
5. Is able to repeat directions for a specific task to a fellow student								

Such a checklist as this may be developed for specific skills in accurate listening, purposeful listening, noting a speaker's plan, or aspects of critical listening. Again, such a device reminds the teacher to watch for use of listening skills while reminding students that these skills are important to success in school and life.

APPENDIX G

CALGARY LISTENING INQUIRY PROJECT
ASSESSMENT TOOLS

CALGARY LISTENING INQUIRY PROJECT

Listening Awareness Assessment Questionnaire (LAAQ)

Elementary Level

1. Do you believe you are a good listener? Tell me why or why not.
2. What is it you do that helps you listen well?
3. Do you believe people listen to you? Tell me why or why not.
4. How do you know when someone isn't listening to you?
5. What do you do if people aren't listening to you?
6. What things stop you from being a good listener?

Students respond orally in an interview situation, using a tape-recorder so that answers can be examined later.

Reprinted from the Journal of International Listening, Vol. 2, 1988, p. 50.

CALGARY LISTENING INQUIRY PROJECT

Listening Awareness Assessment Questionnaire (LAAQ)

Junior High Level

1. What are your strengths and weaknesses as a listener?
2. How do you indicate to people that you are or are not listening to them?
3. How do people indicate that they are or are not listening to you?
4. What specific things do speakers do that help or hinder your listening to them?
5. What else helps or hinders your being a good listener?
6. What has happened during your school experience that has helped or hindered your becoming a good listener?

Students are asked to respond in writing and then to discuss their responses in small groups and with the whole class. Some students were also interviewed in order to expand and clarify responses.

Reprinted from the Journal of International Listening, Vol. 2, 1988, p. 50.

CALGARY LISTENING INQUIRY PROJECT

LISTENING PROFILE

Student _____

(Check where appropriate)

DURING A LISTENING/LITERACY SITUATION:	OBSERVATION I Date _____					OBSERVATION II Date _____				
	Most of the time	Quite often	Not very often	Seldom	Can't tell	Most of the time	Quite often	Not very often	Seldom	Can't tell
NON-VERBAL RESPONSES										
Attempts to establish and maintain eye contact with the speaker/reader										
Indicates interest by body position (e.g., leans forward, sits comfortably, faces speaker, etc.)										
Provides non-verbal responses where appropriate (e.g., smiles, nods, grimaces, raises eyebrows, gestures, etc.)										
Provides vocal responses where appropriate (e.g., comments, chuckles, groans, etc.)										
Avoids becoming overly restless and anxiety (e.g., shifts body weight, changes leg positions, etc.)										
VERBAL RESPONSES										
Provides relevant comments about the speaker's/writer's ideas										
Picks up on the speaker's/writer's ideas and expands on them										
Asks relevant questions about the content of the material										
Shares personal experiences relevant to the content of the material										
Where appropriate, recognizes and comments on inaccuracies in a piece of talk/writing										
BEHAVIORS										
When the situation requires the performance of a task, demonstrates on-task behavior										
When instructions are provided orally, responds to these within a reasonable period of time										

Reprinted from the Journal of International Listening, Vol 2, 1988.